Unit title	Unit 1: Human Lifespan Development
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
• Unit 3: Enquiries into Current Research in Health and Social Care • Unit 4: Principles of Effective Care • Unit 5: Principles of Safe Practice in Health and Social Care • Unit 6: Promoting Public Health	

Key to learning opportunities			
PSA	Pearson Set Assignment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by tutor

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Examine how humans grow and develop across the life stages				
1	Understand human development **A1** Define the terms growth; development; developmental norms; developmental milestones; life course; maturation and life expectancy **A1, A2, A3, A4** Identify and describe four areas of development and life stages	IS	**Tutor presentation:** start with an introduction to human development. **Individual activity/small group activity:** students will be required to use books to look up definitions of terms relating to growth and development. Then four areas of development (PIES) will be introduced with activities, followed by group work to look at areas of development and life stages.	Textbooks Paper, pens
2	Define the term conception **A1** Outline the stages of foetal development Discuss potential causes and effects of delayed and	IS	**Tutor presentation:** give an overview of foetal development. **Class discussion:** lead discussions about potential causes and effects of delayed and arrested development during foetal development. **Individual activity:** ● As an introduction to human development, first ask learners to think of a person, either themselves, a	Textbooks Paper, pens

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	arrested development during foetal development		family member or a celebrity. ● Then ask them to write an introduction about the creation of that person's life, conception and foetal development. They will also choose one possible development delay or disability for each life stage.	
3	**A1, A2, A3, A4** Analyse developmental skills in relation to holistic development	IS	**Paired activity/group activity:** learners should make dough using these items only: plastic cup, flour, salt and water. They will then analyse the developmental skills they have used to do this. This will establish their understanding of existing developmental skills so that they can begin to understand how they are developed and why they are needed.	Plastic cups Flour Salt Jugs Water Cleaning materials
4	**A1, A2, A3, A4** Discuss developmental skills and the importance of holistic development Identify key theorists in relation to development	IS	**Individual activity:** learners should create a spidergram of development based on the above activity. **Tutor presentation/teacher-led discussion:** recap and give a brief overview of key theorists as this will be revisited later in the unit in more detail. Learners will be shown some clips of Genie Wiley and questioned about it.	Textbooks Paper, pens Genie Wiley clip (internet based)
5	**A1, A2, A3, A4** Identify and explain	IS	**Class discussion/small group activity:** discussion on infancy and patterns of development. Small group	Textbooks Paper, pens

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	patterns of holistic development in infancy Identify development present at birth Identify and explain reflexes		work used to explore an overview of development.	
6	**A1, A2, A3, A4** Explain the patterns of growth and development during infancy and make links to theories of development	IS	**Individual activity:** learners should map the birth to infancy life stage of their chosen person (e.g. favourite celebrity) to show growth and development patterns.	Textbooks Paper, pens
7	**A1, A2, A3, A4** Analyse developmental skills in relation to holistic development	IS	**Individual activity:** learners should create a spidergram of development based on the activity they carried out. This will be recapped, and an overview of key theorists given as this will be revisited later in the unit in more detail. Learners will be shown some clips of Genie Wiley again and questioned about it more deeply. **Tutor-led discussion:** questioning will take place before looking at key theorists.	Textbooks Paper, pens Genie Wiley clip (internet based)
8	**A1, A2, A3, A4**	AW	**Tutor-led discussions/small group activity:**	Textbooks

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	Discuss developmental skills and the importance of holistic development		questioning-based session involving small and large group work. Looking at: ● How important is development? ● Do you think development is biological (it is going to happen because we are pre-programmed to be intelligent or to be badly behaved)? ● Or do you think development requires external influences? If so, why?	Paper, pens
9	**A1, A2, A3, A4** Explain the patterns of growth and development during infancy and make links to theories of development	IS/GS	**Individual activity:** learners should create a timeline of developmental milestones during the session. The timeline will support their assessment. **Guest speaker:** possible guest speaker – health visitor.	Textbooks Pens, paper
10	**A1, A2, A3, A4** Analyse the value of play and explain the importance of play in child development	IS	**Small group activity:** learners will participate in play to analyse the value of play for children. **Small group activity:** learners will work in groups to build and construct a given task. They will have to work as a team. They will then analyse the skills they have used and the developmental areas children could potentially develop through a play activity to link their understanding of how growth and development occur during childhood.	Pens, paper Drinking straws and Blu Tack
11	**A1, A2, A3, A4**	IS	**Tutor-led discussion:** learners will be given	

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	Identify and explain the patterns of development during childhood		information about the theory of child development, to be combined with a class discussion to draw on learners' own experiences.	
12	**A1, A2, A3, A4** Create a resource, e.g. timeline clearly showing holistic development during childhood	IS	**Individual activity:** learners will then create a childhood timeline or graphical organiser (resource) to consolidate what they have learned. They will include all previously studied aspects and will select what they feel are the most important aspects of holistic development during childhood.	Textbooks Paper, pens
13	**A1, A2, A3, A4** Explain the importance of secondary socialisation and peer pressure Introduction to adolescence	IS	**Tutor-led discussion:** through tutor input, learners will come to understand and identify the PIES in relation to adolescence. They will be able to discuss the significance of secondary socialisation and peer pressure – there will be minimal links to key theorists.	Textbooks Paper, pens
14	**A1, A2, A3, A4** Identify and describe physical areas of puberty (differences between male and female)	IS	**Individual activity:** learners will create an adolescence timeline or graphical organiser (resource) of their choice to consolidate what they have learned. They will use information gained during the session and textbooks to help them complete this task. Learners will select what they feel are the most important aspects of holistic development during adolescence to create their timeline or organiser.	Textbooks Paper, pens Computer access for research

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	Create a timeline of development in adolescence			
15	**A1, A2, A3, A4** Research and create a fact file of a chosen celebrity	IS	**Individual activity:** learners will research a chosen celebrity and will produce a fact file about that individual, including biographical data and PIES-related information.	Textbooks Paper, pens Computer access for research
16	**A1, A2, A3, A4** Identify the PIES in relation to adulthood	IS	**Tutor-led discussion:** give learners the information they need to understand and identify the PIES in relation to adult adulthood. **Small group activity:** learners will create a poster to display this information. NB: You may wish to link this to the activity listed in lesson 18.	Textbooks Paper, pens
17	**A1, A2, A3, A4** Discuss the significance of how age can reverse certain areas of development in some people	IS	**Small group activity:** learners will discuss the significance of how age can reverse areas of development in some people. Groups will feed back to the whole group.	Textbooks Paper, pens
18	**A1, A2, A3, A4** Identify the PIES in relation to later	IS	**Tutor-led discussion:** give learners the information they need to understand and identify the PIES in	Textbooks Paper, pens

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	adulthood		relation to later adulthood. **Small group activity:** learners will create a poster to display this information. **Class discussion:** a discussion will follow with later adulthood and final stages of life.	
19	**A1, A2, A3, A4** Positives of later adulthood	IS	Learners will discuss the merits of later adulthood. The purpose of the session is to challenge the commonly held belief that later adulthood is an entirely negative life stage.	Textbooks Paper, pens
Learning aim B: Examine the factors affecting human growth and development across the life stages				
20	**B1** Discuss the nature–nurture debate in relation to an individual	IS	**Tutor-led discussion:** there will be a discussion about the nature–nurture debate following an opening video clip about children who allegedly grew up in unfortunate circumstances. **Small group activity/plenary:** learners will break out into smaller groups and then come back together for a plenary session.	Video of socially caused developmental delay Pens, paper
21	**B1** Identify key theorists and discuss their arguments in relation to the debate	IS	**Small group activity:** groups will be given a case study and information sheet about developmental theorists. Their task is to discuss the nature–nurture debate in relation to the individual.	Theorist factsheets Pens, paper
22	**B1** Evaluation of how nature and	IS	**Tutor-led discussion:** learners, in study buddy pairs, will be given help to evaluate how nature and	Previous nature/nurture

Lesson	Topic	Lesson type	Suggested activities	Resources
	nurture may affect development		nurture may affect the physical, intellectual, emotional and social development during two stages of an individual's development.	notes Case study Pens, paper
23	**B2** Define the term factor Identify different life factors that affect development	IS	**Individual activity/paired activity:** learners will work individually, then in pairs, then in small groups to identify a range of factors that could affect development, finally feeding back to the whole group.	Paper, pens, mini whiteboards
24	**B2** Explain potential effects of different life factors on the development of the individual (genetic factors)	IS	**Tutor presentation/individual activity:** learners will be given information about genetic conditions and will use that information to choose one and write about it in relation to the development of the individual.	Genetic condition factsheets Pens, paper
25	**B2** Explain the difference between genetic and biological factors Identify biological factors	IS	**Tutor-led discussion:** a discussion to explore genetic and biological factors. Learners must understand that genetic means something that is inherited, whereas biological refers to something that is passed on from maternal factors (during pregnancy).	Information on genetic and biological conditions Pens, paper
26	**B2** Explain potential effects of different life factors on the development of the	GS	**Tutor-led discussion:** learners will revisit factors they identified in the last session to look at what they think could occur during pregnancy and how. **Guest speaker:** possible guest speaker – health	Notes from last sessions Pens, paper

Lesson	Topic	Lesson type	Suggested activities	Resources
	individual (biological)		visitor, social worker.	
27	**B5** Identify lifestyle factors Identify reasons why a healthy diet is important in relation to development Identify and explain how diet-related illnesses could affect development	IS	**Tutor-led discussion:** Learners will be asked to identify lifestyle factors. Encourage learners to think about why a healthy diet is important. Resources should be included for visual purposes. Learners should think about smoking and substance misuse and the effects on an individual through a brainstorm activity and class discussion.	Change for life information packs Pens, paper
28	**B5** Identify and explain the effects of smoking, alcohol or drug misuse of an individual at two life stages	RS	**Paired activity:** in pairs, learners will choose one lifestyle factor and create a mind map showing the effects of their factor and how it could impact the development of their individual at two life stages.	Previous notes Pens, paper
29	**B3** Identify environmental factors Explain potential effects of different life factors on the	IS	**Individual activity:** learners should write down as many environmental factors as they can. **Paired activity:** discussion and work in pairs to choose one factor – for example, environmental (exposure to pollution, damp/overcrowded housing). Learners will need to note down how this may affect	Pens, paper

Lesson	Topic	Lesson type	Suggested activities	Resources
	development of the individual		development at two life stages.	
30	**B4** Identify socio-economic factors Explain potential effects of different life factors on the development of the individual	IS	**Individual activity:** learners should write down as many environmental and socio-economic factors as they can. **Paired activity:** Discussion and work in pairs to choose one factor – socio economic (bullying, peer influence, family dysfunction). Learners will need to note down how this may affect development at two life stages.	Pens, paper
31	**B6** Predictable life events Explain the influences of two predictable major life events on the development of an individual	IS	**Individual activity/paired activity:** learners will explore major life events. **Individual activity/paired activity:** learners will work individually, then in pairs, then in small groups to identify a range of predictable events that could affect development, finally feeding back to the whole group.	Case study Pens, paper
32	**B6** Unpredictable life events Explain the influences of two unpredictable major life events on the development of an	IS	**Individual activity/paired activity:** learners will explore major life events. **Individual activity/paired activity:** learners will work individually, then in pairs, then in small groups to identify a range of unpredictable events that could affect development, finally feeding back to the whole group.	Case study Pens, paper

Lesson	Topic	Lesson type	Suggested activities	Resources
	individual			
33	**B6** Create a timeline of life events of an individual	IS	**Individual activity/small group activity:** learners will create a timeline of their chosen individual's life and map out predictable and unpredictable life events.	Pens, paper
Learning aim C: Investigate the effects of ageing on individuals				
34–35	**C1** Understand the physical effects of ageing **C2** Understand the psychological effects of ageing	IS	**Individual activity/class activity:** learners will watch the video focussed on ageing of the Human Body. During this video they will take notes on key aspects of physiological changes associated with old age. **Tutor-led discussion:** facilitate a group discussion to follow the documentary for learners to share information.	Pens, paper
36	**C1** Consolidate the physical effects of ageing	RS	**Individual activity/small group activity:** learners will create a revision tool, itemising and explaining the physiological and social changes that occur in the later stages of the ageing process.	Pens, paper
37	**C2** Understand the social effects of ageing Consolidate the social effects of ageing	GS	**Individual activity/small group activity:** using case studies of individuals in later adulthood in differing domestic environments (at home, in a care home, with relatives), learners will explore possible changes to an individual's social systems in later life. **Guest speaker:** one possible guest speaker would	Case studies Pens, paper

Lesson	Topic	Lesson type	Suggested activities	Resources
			be a care home manager.	
38	**C2** Understand the holistic nature of the later stages of the ageing process	IS	**Individual activity:** using the three revision tools they created previously, learners will produce a mind map detailing how the three types of changes could interconnect.	Revision tools Pens, paper
Pearson Set Assignment				
39	**Recap of unit PSA expectations**	RS	Revision session: practice PSA questions. Peer and self-assessment of questions within the session.	Practice PSA questions Pens, paper
40–45	**Pearson Set Assignment**	PSA	Learners to work individually to complete the relevant Pearson Set Assignment over 12 hours.	Live PSA

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